

## English



**Reading and writing learning centred around high quality texts:**

**Text:**

- Pugs of the Frozen North

**Written outcomes:**

- two diary entries at different points in the story
- a character description
- a setting description
- a letter of advice
- a diary entry focussed on feelings and emotions
- a retell of a favourite part of the story

**Text:**

- The Pebble in my Pocket

**Written outcomes:**

- Narrative – journey
- Diary entry
- Instructions

**Grammar and spelling:** Past progressive (setting the scene), time adverbs and prepositions of time, detail through adjectives, noun phrases, adverbial phrases, figurative language, variety of sentence structures, causal conjunctions (because, so that etc.), persuasive devices, descriptive language including similes, command sentences, variety of sentence structures, fronted adverbials

**KS2 Punctuation:** Capital letters, full stops, question marks, exclamation marks, commas in lists, inverted commas for speech

## Computing

- Would I lie to you?
- Safe surfing with Dongle
- See and hear my mix

## Music

Recorders sticks and songs: This programme builds up a class ensemble and incorporates singing (unison to 4 part), playing, improvisation and performance. Recorder notes are gradually introduced (unison to 2 part). Breathing technique is developed to support both singing and playing. Notation animations support music reading skills for both percussion and recorder parts.

## P.E.

1<sup>st</sup> half: Striking and Fielding and Gym  
2<sup>nd</sup> half: Striking and Fielding and Athletics

## Tribal Tales Year 3 Autumn term

Turn off all your technology & try to forget the modern world. Imagine this place 5000 years ago. What would you have seen?

We will be heading back to prehistoric times, unearthing ancient objects & learning about astonishing mystical monuments that reveal the secrets of an ancient time.

We will be learning about how the people of Britain developed over thousands of years from the Stone Age to the Roman Invasion.

What tribal tales will you have to tell?

**Ideas for topic texts to read at home:** Stig of the dump, Stone Age Boy, The First Drawing, Stone Age Bone Age, The Boy with the Bronze Axe



## Maths

**Place Value and Money**

Partition 3-digit numbers; place on line  
Understand  $\times 100$  and  $\div 100$  as inverses  
Understand place value in money;  $\times 10$  and  $\div 10$   
Represent 3-digit numbers in diff ways  
Place value in money; add/subtract amounts

**Addition and Subtraction**

Mental addition of 2-digit numbers  
Use different strategies to subtract  
Expanded addition: 3-digit numbers - 1  
Counting up subtraction with nos > 100  
Expanded addition: 3-digit numbers - 2  
Strategies to subtract from numbers > 100

**Fractions**

Concept of a fraction; halving  
Finding a half, a quarter, three quarters, a third and two thirds of amounts  
Develop the concept of fractions  
Find unit/non-unit fractions using division

**Time and Data**

Tell time to 5 minutes  
Roman numerals  
Time events  
Units of time  
Tell the time to nearest minute  
Calculate/compare time intervals  
Pictograms

## R.E.

**Reconciliation**

Understand what it means to make wrong choices. Reflect on how wrong choices affect us and other people. Know how Jesus called people to turn away from sin and think about why this is important. Understand that God will always love us. Know what the Sacrament of Reconciliation means and what happens during the sacrament. Think about what this sacrament does for us and reflect on God's love and forgiveness.

**Celebrating the Mass**

Know what happened at the Last Supper and reflect on how the Mass makes this real for us. Understand what happens at the beginning of Mass and think about why we say sorry. Understand the importance of the Readings at Mass. Reflect on how we listen to God's Word. Know what happens at the Offertory and Consecration and think about the offerings we can make. Know that it is Jesus we receive in Holy Communion and reflect on this very great gift. Be familiar with your Parish Church and reflect on its importance for you.

## Geography & History

In **Geography** we will be exploring how human geography changed & how the people interacted with their environment, from hunter gatherers to farmers to warring tribes. We will use aerial images and maps to find evidence of the past. In **history**, we'll arrange pictures and dates on a timeline of the Stone, Bronze and Iron Age, discussing why the periods are described in these terms. We'll find out about how archaeology helps us understand the past.

## Art & D.T.

**Art:** We will explore with tone, tint and shade to create 'cave paintings', and make our own sculptures of the 'lion man'. We will extend our knowledge of tone to create twilight/sunrise paintings of Stonehenge, and add the shadows using our knowledge from science.



**D.T:** We will use joining techniques to make kaleidoscopes to extend our scientific knowledge of light.



## P.S.H.E

- A Balanced Diet – Plant or Animal?
- A Balanced Diet – Balancing Act
- Working With Food – Master Chef
- Working With Food – Our Food Hall
- Physical, Emotional and Mental – I Am Who I Am!
- Physical, Emotional and Mental – Hearts and Minds
- Physical, Emotional and Mental – Three in One
- A Balanced Approach – Define: Healthy
- Physical Exercise – Active Kids?
- Lifestyle Choices – It's Your Choice

## Science

**Working scientifically in Lower Key Stage 2**

**Raising Questions.** They should be given a range of scientific experiences to enable them to raise their own questions about the world around them.

**Choosing a suitable scientific enquiry.** They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions

**Observations.** They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations.

**Fair testing.** Recognise when a simple fair test is necessary.

**Sorting and classifying.** Talk about the criteria for grouping, sorting and classifying and use simple keys.

**Secondary sources.** They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

**Choosing equipment.** They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data loggers and thermometers, appropriately.

**Collecting data.** They should collect data from their own observations and measurements.

**Measuring.** They should use standard units.

**Recording.** They should make decisions as to how to record in notes, drawings, labelled diagrams, bar charts or simple tables. Pupils should use relevant scientific language to communicate ideas and findings in ways that are appropriate for different audiences.

**Analysing data.** They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data

**Making improvements.** They should find ways of improving what they have already done.

**Autumn term topics**

**Light (continued from the autumn term):**

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when light is blocked by a solid object
- Find patterns in the way that the sizes of shadows change

**Rocks:**

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.

**Focus Scientist:**

Henry De La Bethe who was a palaeontologist (rocks)

## French

**Home and family:**

Identify family members; name family and friends; number brothers and sisters; say ages of brothers and sisters; say numbers 11-20; identify pets; say what pets you have/like.

**Out and about:**

Name fruit and vegetables; name everyday food; talk about foods you like/dislike; name some shops; ask for an item of food from the baker's shop.